

Tucker, C. G.
1948

Service Paper

Justification of a 13th and 14th year level bus. prog.

JUSTIFICATION
OF A 13TH AND 14TH YEAR LEVEL
BUSINESS PROGRAM FOR
BERKSHIRE COUNTY, MASSACHUSETTS

CHARLES GARDNER TUCKER

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JUSTIFICATION
OF A 13TH AND 14TH YEAR LEVEL BUSINESS PROGRAM
FOR BERKSHIRE COUNTY, MASSACHUSETTS

Submitted by
CHARLES GARDNER TUCKER
B. S. in Business Administration
Boston University, 1935

In partial fulfillment of requirements for
the degree of Master of Education
1948

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Sl. No.	Description	Amount
1	Salaries and wages	10000
2	Grants-in-aid	5000
3	Subsidies	2000
4	Income tax	1000
5	Dividends	500
6	Interest on loans	15000
7	Interest on deposits	2000
8	Income from investments	1000
9	Income from other sources	500
10	Income from government securities	1000
11	Income from public works	500
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CHAPTER I

STATEMENT OF THE PROBLEM

The problem of this thesis was to examine the need for business courses at the Junior College level in Berkshire County, Massachusetts.

REASONS FOR THE STUDY

Four currently critical factors have given rise to the making of this study:

1. Due to crowded conditions in educational institutions beyond the 12th year, many high school graduates have been forced to postpone or cancel their plans for higher education.

2. Boys and girls of high school age face increasing difficulty in obtaining, or holding, permanent employment in industry, due to postwar reconversion and the return of prewar employees to their former jobs.

3. A serious housing shortage and high cost of living has forced curtailment of higher education for some prospective college and university students.

4. There is a growing general trend of thought to the effect that society can justify a 13th and 14th year of education locally, in either public or private schools, or both.

Of the four factors mentioned, the growing trend toward a 13th and 14th year of education is one of long standing. This

ideal has been carried in the minds of educators for many years. It was, however, brought to a head by the other three factors mentioned; namely, crowded conditions in colleges, increasing unemployment difficulties for teen-agers and poor but expensive living conditions. In other words, these three factors are forcing the issue for the educators' ideal--the 13th and 14th years in secondary education. The next step in the development will be the determination of how much education can and should be offered in the home community of Berkshire County, Massachusetts. It is proposed in this paper to examine the word "should"; that is to say, "the educational justifications for the 13th and 14th years", as it pertains to Berkshire County, Massachusetts. The amount of education which "can" be offered involves an economic factor which is beyond the province of this paper.

OBJECTIVE

The objective of the study will be to determine the educational need for establishing additional business courses at the Junior College level in Berkshire County, Massachusetts. The existence of a demand for additional course offerings will first be established. Thereafter it will be ascertained whether such additional courses should be new or duplicates of present offerings.

It is necessary that a study of both public and private schools be included in this research paper, due to their duplication of coverage at the 13th and 14th years in the business fields. It will also be necessary to examine both the quality

of service as regards its applicability to the community and the size of student body that can be accommodated in existing institutions.

In connection with the above, the following points, therefore, will be covered:

1. Existing demand for business courses at the Junior College level.

a. That which is now satisfied in Berkshire County.

b. That which is now satisfied outside of Berkshire County.

c. That which is not satisfied.

2. Breakdown of studies represented in the existing demand.

a. Those adequately offered.

b. Those inadequate to satisfy demand.

c. Possible new courses.

This information will then be examined with particular emphasis upon its applicability to:

1. The current trend of thought of educators in their expressed opinions on the subject of Junior College level training.

2. The satisfaction of educational needs of the residents of Berkshire County.

GEOGRAPHICAL LIMITS

The geographical area covered will consist of Berkshire County, Massachusetts (see Appendix A). All references

the first of the series of lectures on the history of the world, given by the late Mr. J. H. P. [?], was a most interesting and instructive one.

The second lecture, on the history of the world, was given by the late Mr. J. H. P. [?], and was also most interesting and instructive.

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will be to that county unless otherwise designated.

Berkshire County is the western end of the Commonwealth of Massachusetts, bordering upon Vermont, New York and Connecticut. Its topographical character is predominantly mountainous, located as it is at the foothills of the Green Mountains and Adirondack chain. The County seat is located in the City of Pittsfield, which is the railroad center, highway center and principal business and cultural center for the area. The next nearest large center would be Albany, New York; Bennington, Vermont; or Springfield, Massachusetts; but none of these is in, or easily accessible to, Berkshire County.

There are in the County 11 public high schools and 2 parochial high schools, which are located in the following towns¹ and cities :

Adams	Lenox	Pittsfield (2)
Dalton	New Marlborough	Sheffield
Great Barrington	North Adams (2)	Stockbridge
Lee		Williamstown

Included in the above list are all, or parts, of the following² seven school unions :

Union # 7: Becket, (Chester and Middlefield).

Union #38: Lee, Monterey, Otis, Sandisfield, Tyringham.

Union #39: Hinsdale, Peru, Washington, Windsor.

¹ Educational Directory, 1946, Commonwealth of Massachusetts, Department of Education, page 24.

² Ibid, page 19.

Union #41: Cheshire, Hancock, Lanesborough, New Ashford.

Union #46: Mt. Washington, New Marlborough, Sheffield.

Union #48: Alford, Egremont, Richmond, West Stockbridge.

Union #60: Clarksburg, Florida, (Monroe, Savoy).

These Unions have been formed primarily to make provision for proper administration and high school facilities. Most of them are farming districts which cluster about one of the larger towns.

It is recognized that such small and widely scattered agricultural localities cannot support the 13th and 14th years of education individually. This, however, does not mean that Junior College level training is to be ruled out. J. F. Thaden, in an article in the April, 1946, issue of "The Nation's Schools"¹, discusses this situation quite thoroughly. In one of his conclusions he says,

The trend towards reorganization of school districts into larger, more effective and efficient taxing and administration units will accelerate the adoption of 14 grade curriculums.

He explains this point further by adding that "Reorganization" can be informal, for the purpose of meeting some specific need. This could well apply to Berkshire County, if an informal co-operative organization of school administrations were to produce a County regional institute at the 13th and 14th grade level.

Mr. Thaden also gives a tabulation of localities which had Public Junior Colleges in operation in 1940, comparing these

¹Thaden, J. F., We Need 13th and 14th Years, Nation's Schools, April, 1946, page 45.

figures to the possible number of Junior Colleges that the same towns and cities could support (see Table I).

TABLE I
PUBLIC JUNIOR COLLEGES IN THE UNITED STATES¹

	<u>No. of Places*</u>	<u>With Public Junior College</u>	<u>Probably Qualified as 14 Grade Centers</u>
Under 1,000.....	12,040	14	100
1,000-2,500.....	4,335	21	200
2,500-5,000.....	1,737	33	410
5,000-10,000.....	1,085	41	800
10,000-25,000.....	720	59	600
25,000-50,000.....	222	30	200
50,000-100,000....	107	20	100
100,000 and Over..	<u>92</u>	<u>31</u>	<u>90</u>
Total.....	20,338	249	2,500

*Incorporated and unincorporated places are combined.
Figures are taken from the U. S. Bureau of the Census, 1940, Population 1:25, and Unincorporated Communities, page 1.

It was found, that, in practice, these institutions are operated in only 35 out of 16,375 places with populations of 2,500 or less. Such localities compare favorably in size with the average population of 1,721² for towns in Berkshire County.

¹Ibid.

²County, City and Town Officers for 1946 in Berkshire County, County Court House, Pittsfield, Massachusetts, page 37.

Furthermore, one in three localities of the size of the entire Berkshire County area was operating a public Junior College. Mr. Thaden makes the additional recommendation that 90 out of a possible 92 of such places (with population of 100,000 or over) could successfully qualify as 14 grade centers.

Although only public Junior College statistics have been examined here, the same conclusion can be applied to private Junior Colleges. Due to economic reasons, the private schools would shun small towns and strike out for the larger population areas even more than do public institutions.

The point to be drawn from the Thaden study is, that in a locality of the Berkshire County size and type, a community or regional 13th and 14th grade center is a practical possibility. Consideration of educational needs in Berkshire County will be given, therefore, from the point of view of the County as a community, and of such training as a community function. The specific type of administrative organization to be utilized in attaining these ends, is, however, primarily economic rather than educational in nature.

DEFINITIONS

Throughout this study, the following terms will be used as defined:

Berkshire County. Berkshire County will be considered as a community made up of its 30 towns and 2 cities, with a combined population amounting to 127,620¹.

¹Ibid.

Community. The word "community" means "a group living in one locality or region under the same culture, and having a common geographical focus for their major activities"¹.

Continuing Type. The business curricula which are to be considered will be of the "continuing type". By this is meant: "any extension of opportunities for reading, study or training to young persons and adults following their completion of, or withdrawal from, full-time school and college programs"². The type of business curricula under observation, therefore, is one that is flexible and capable of adaptation to the individual needs of the student rather than the traditional or academic program which aims at preparation on a fixed group pattern.

Junior College. In the use of the term "Junior College", the 13th and 14th grade level is implied. This is the usual two-year junior college program which follows immediately upon graduation from high school. The selection of these years, and their classification in this paper as "Junior College level", is justified by the fact that more than 90 per cent of the Junior Colleges in the United States in 1946 were of this two-year type³.

Junior College Level. The term "Junior College level" is used in preference to the term "Junior College" due to the limitations set up by the general laws of the Commonwealth of

¹Good, Carter V., Dictionary of Education, (McGraw-Hill Book Company, 1945), page 86.

²Ibid, page 96.

³Ibid, page 23.

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Massachusetts¹. Under the provisions of that law, only certain types of schools which grant Associate degrees are considered to be Junior Colleges. It is not the intent of this paper to limit the scope of study to sources of information, or to recommendations, which will apply only to a specific type of administrative set-up. Rather, it is the intent of this paper to study and to recommend where the need of the individual citizen can best be satisfied. That is to say, the objective is to study the additional need at the Junior College "level" rather than to prospect the field of a purely pedagogical "Junior College".

¹General Laws Relating to Education, (The Commonwealth of Massachusetts, Bulletin 324 of the Department of Education-1939), Chapter 15, Section 6A, paragraph 424.

CHAPTER II

BACKGROUND DRAWN FROM PREVIOUS STUDIES

For years the idea of the Junior College has been talked over, turned over and worked over in theory by our United States educators. As far back as 1896¹ the University of Chicago organized its then new four-year collegiate program into two divisions, the Junior College and the Senior College. The University of Michigan had started the same move in 1883 but abandoned the idea.

In 1902 the President of the University of Chicago submitted to the Sixteenth Annual Conference of Affiliated Cooperating Schools the following four proposals:

1. To connect the work of the 8th grade of the elementary school with that of the secondary school.
2. To extend the work of the secondary school to include the first two years of college work.
3. To reduce the work of the seven years thus grouped together to six years.
4. To make it possible for the best class of students to do the work in five years.

As a practical result, a Junior College Department was established in the High School of Joliet, Illinois in 1902.

¹Smith, William A., Secondary Education in the United States, (Macmillan Company, 1936), pages 72 through 82.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the shores of North America. These early explorers and settlers faced many challenges, but they persevered and built a new nation. Over time, the United States has grown from a small colony to a powerful superpower. It has played a significant role in world events and has shaped the modern world. The history of the United States is a testament to the resilience and spirit of its people.

1. The early years of the United States were marked by exploration and settlement. The first European settlers came to the Americas in the late 15th century. They established colonies and began to build a new society. The United States was born out of the struggle for independence from Britain.

2. The American Revolution was a turning point in the history of the United States. It was a war for independence that resulted in the creation of a new nation. The United States Declaration of Independence was signed on July 4, 1776. This document declared the United States to be a free and independent state.

3. The early years of the United States were also marked by westward expansion. The United States grew from a small colony to a vast nation. The Louisiana Purchase of 1803 was a major event in the history of the United States. It doubled the size of the United States and opened up new lands for settlement.

4. The American Civil War was a major conflict in the history of the United States. It was a war between the Northern states and the Southern states. The war was fought over the issue of slavery. The United States emerged from the war as a unified nation, but the issue of slavery remained a source of controversy.

5. The late 19th century was a period of rapid growth and change for the United States. The United States became a world power. It played a significant role in the Spanish-American War of 1898. The United States emerged from the war as a major power in the world.

6. The 20th century was a period of great change for the United States. The United States became a superpower. It played a significant role in World War II. The United States emerged from the war as a major power in the world. The United States has played a significant role in world events ever since.

Paralleling this growth, the University of California began in 1892 to recognize the midpoint of the four-year college course as the point at which emphasis shifts from cultural to professional aims. Definite steps were taken to put this plan into operation within the University by 1903. In 1907 the California Legislature passed an act enabling high school districts to offer Junior College courses. The first Junior College department in California was organized in Fresno in 1910. In 1920 there were 20 in the state of California alone. By 1946 this number had grown to 74.

The growth in numbers of Junior Colleges in the United States during the period 1928 to 1946 is better illustrated by statistics taken from the 1946 Junior College Directory¹ (see page 12).

The report of the Secretary of the American Association of Junior Colleges points out that the years 1944 and 1945 show a severe set-back in enrollment which was due primarily to the 18-year-old draft. Immediately following the war, within two months of V-J Day, 74 percent of the Junior Colleges reported increased enrollments. This would certainly bear out the statement that this set-back was due to the draft. This is reflected in the 1946 percentage increase for the country amounting to .6 per cent.

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Junior College Directory, (American Association of Junior Colleges, Washington, D. C., 1946), page 27.

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TABLE II

1

JUNIOR COLLEGES IN THE UNITED STATES

<u>Year</u>	<u>Number</u>	<u>Enrollment</u>	<u>Percentage Increase</u>
1928	408	50,529	-
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	-1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.5
1942	627	267,406	13.2
1943	624	314,349	17.6
1944	586	325,151	3.4
1945	584	249,788	-23.2
1946	591	251,290	0.6

¹ Ibid.

TABLE

TABLE 1. - *Continued*

Year	1960	1961	1962
1	100,000	100,000	100,000
2	100,000	100,000	100,000
3	100,000	100,000	100,000
4	100,000	100,000	100,000
5	100,000	100,000	100,000
6	100,000	100,000	100,000
7	100,000	100,000	100,000
8	100,000	100,000	100,000
9	100,000	100,000	100,000
10	100,000	100,000	100,000
11	100,000	100,000	100,000
12	100,000	100,000	100,000
13	100,000	100,000	100,000
14	100,000	100,000	100,000
15	100,000	100,000	100,000
16	100,000	100,000	100,000
17	100,000	100,000	100,000
18	100,000	100,000	100,000
19	100,000	100,000	100,000
20	100,000	100,000	100,000
21	100,000	100,000	100,000
22	100,000	100,000	100,000
23	100,000	100,000	100,000
24	100,000	100,000	100,000
25	100,000	100,000	100,000
26	100,000	100,000	100,000
27	100,000	100,000	100,000
28	100,000	100,000	100,000
29	100,000	100,000	100,000
30	100,000	100,000	100,000

One other point, the location of the greatest Junior College growth, is revealed in the breakdown of 1946 enrollments by regional areas¹. These figures follow:

<u>Region</u>	<u>Number</u>	<u>Enrollment</u>
New England	45	8,242
Middle States	61	16,019
North Central	192	43,905
Southern	188	40,785
Northwest	25	20,105
Western	74	120,685

California and Michigan, both pioneers in the Junior College field, have set the pace in their regions for the entire nation. Other states are fast developing their Junior Colleges, as is indicated by the fact that 20 states now have 10 or more Junior Colleges each--Texas leading with 48. The largest increase in public Junior College enrollment for the year 1946 occurred in Wisconsin, with a gain of 5,561 students. The largest single enrollment in any one state is California with 117,970. Utah is second and Texas third. Of the privately controlled Junior Colleges, New York has the largest enrollment, Texas second and Missouri third.

With such growth in the importance of the Junior College itself, there has been a parallel growth in the importance of Junior College level education of a more informal nature. Advanced courses of study, post graduate study, adult education, lectures and reading courses have been receiving their share

¹ Ibid, page 28.

of the country's educational effort. In the larger cities this has been incorporated into broad community educational planning. In the smaller towns, the procedure has been hit-or-miss for the most part.

With the advent of the post-war years of rehabilitation and reconversion, there has been a decided effort on the part of the nation's educators to mobilize community educational facilities for the purpose of promoting a well-planned transition curriculum between secondary schools and colleges. Realizing that in many places the cost of separate physical facilities would be out of the question, for example, H. C. Hunt, Superintendent of Schools in Kansas City, Missouri, suggests,

The physical plant for the community institute, for the time being at least, is not likely to differ greatly from that of the modern, well-equipped high school¹.

He says that these additional two years are largely of secondary education calibre, and that even the preparatory training that is offered is on the preprofessional level requiring classroom and library facilities, but not extensive laboratories. In other words, Mr. Hunt is pointing out that there is a growing immediate need for planning and educational effort rather than for elaborate and expensive building programs.

Mr. Hunt continues his article with a discussion of the reasons for the immediate necessity for 13th and 14th grade level education. He predicts that the present and immediate future

¹Hunt, Harold C., Emerging Needs for Grades 13 and 14, The Nation's Schools, March 1946, page 50.

the University's own library system. It is the only library in the world which has been continuously open since 1800. The library is open to all, and is a place of great interest to all who visit it.

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years will see a trend similar to that which existed in the '30's. He points out that, during the war years, employer requests for pupil part-time workers were largely unfilled because boys and girls were already placed in jobs which took up much of their time.

Today, pupil requests for part-time work opportunities are largely unfilled because employers are able once again to obtain older, more experienced, full-time workers, and former employees who are returning from war plants and from the armed forces¹.

This is indicative of the "dirth of job opportunities for youth such as existed in the '30's."

Mr. Hunt warns that extension of secondary education through the 13th and 14th grades will really gain momentum throughout the nation as reconversion and demobilization proceed. He states,

With the return of competition for employment, a premium will again be placed on maturity and competence. The schools must be prepared to keep their pupils until they have attained their maturity and, in keeping them, must institute programs to effect their competence².

More recently, Dr. James B. Conant, President of Harvard University, has applied this same bit of admonition. In his annual report to the Board of Overseers³ he proposes a terminal two-year college education to be provided locally with the aid of Federal Funds to meet the increasing demands for education

¹ Ibid.

² Ibid, page 51.

³ Conant, Dr. James B., The President's Report, 1946, Harvard University, page 5.

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beyond high school. He also predicts that an increase in the number of persons who desire an education beyond high school is almost certain.

Dr. Conant enlarges upon the possibilities for educational progress through such a move, as he cites lower student costs and relief for overcrowded universities as two immediate benefits to be derived.

.....terminal two-year college will act as a means of extending the idea of general education to provide a common core of learning for all higher education.....

For many types of students a terminal two-year education beyond high school, provided locally, seems better adapted to their needs than that provided in a traditional four-year residential college¹.

Francis L. Bacon², Superintendent of the Evanston Township High School of Evanston, Illinois, also touches upon the youth unemployment problem with an additional thought as to the status of the young veteran who needs further training and study. He says,

There is increasing evidence of a coming change in employment which will again restrict the opportunities for non-high school graduates to the least desirable jobs³.

This change should, during 1946, recoup much of the enrollment lost in the 11th and 12th grades in high school caused by boys and girls having left during the war to do war work and to take

¹Ibid.

²Bacon, F. L., Veterans' Demands Increase Need for 13th and 14th Grades, The Nation's Schools, May, 1946, pages 27-29.

³Ibid, page 27.

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advantage of high wages. In addition to the foregoing, he points out that there will also be the returning veteran, the non-graduate, who is too mature and too much in need of specialized adjustment for typical high school training.

The veteran will want, and in many instances his maturity will suggest, an accelerated course and more intensive education and training than it has been possible to obtain hitherto in Junior Colleges¹.

What has just been suggested was found to be true during 1946 in Massachusetts. For the purpose of caring for these veterans, Regional Institutes have been set up temporarily under the Massachusetts Department of Education. In Berkshire County this was done under the direction of the State Teachers' College, North Adams, with regional institutes located in high schools in Great Barrington, Lee, Pittsfield and North Adams.

Mr. Bacon, in speaking of increased high school enrollments, touches upon the expected difficulty of the high school graduate's entrance into college, as follows:

There is strong reason to believe that there will be a sizable backwash of qualified college entrance candidates for whom there will be no space in the main stream of higher education. They will fill, first of all, the Junior College; then, possibly, the Normal schools; after that the surplus will roll back upon the public schools with a demand for suitable education beyond the 12th grade. The real potential, however, for the extension of secondary education lies within the much larger group of veterans that will desire from six months to two years of higher functional and specialized education which will lead quickly to jobs².

¹ Ibid, page 28.

² Ibid.

Still another present-day thinker on Junior College level study, John W. Studebaker, United States Commissioner of Education, states,

The time may well come, as it did in the 1930's, when the Federal Government will find it is faced with the problem of a 'lost generation' unable to secure a foothold on the ladder of productive life¹.

Dr. Studebaker's idea is that "Community Institutes of schools" could be spotted around the state in central locations. The courses they would offer could vary and would be partly determined by the major interests and activities of the areas in which they were placed. Each institute, however, would also give other advanced vocational courses, and advanced academic and cultural courses to round out the general education of all students as well as to make it possible for transfer to colleges and universities. Throughout this article the regional or community center idea is offered as one means of eliminating unnecessary and expensive duplications of effort.

The purpose of Dr. Studebaker's Regional Institute is covered in detail in the 1944 report of the Educational Policies Commission of the National Education Association, entitled "Education for All American Youth"². The Commission proposes a similar "Community Institute" to care for students who:

¹Studebaker, John W., U. S. Commissioner of Education, The Missing Link in our Schools, Woman's Home Companion, February, 1947, Page 31.

²Report of Educational Policies Commission, Education for All American Youth, National Education Association of the United States, 1944, page 246.

1. Want to prepare for various technical and semi-professional occupations.
2. Want advanced training beyond that offered in the years of high school.
3. Want to prepare for admission to professional schools.
4. Want to round out their general education.
5. Are adults, who are employed but wish to continue their education during their free hours.

These reasons are embodied in the educators' ideal which is now gaining in favor throughout the country. They represent a consolidation of the better portions of the several ideas proposed by leading educators as solutions for coming educational changes. Their position in this paper is to summarize the recent developments at the Junior College level, which have been discussed thus far.

All of the articles discussed show a common tendency towards recognition of the increasing need for 13th and 14th year education, be it public or private. This trend has been forced into live activity by the general increase in school population which has been brought about by this period of post-war demobilization and reconversion. Furthermore, there is a trend towards education near home in these two years rather than resident study at some distant college or university. Modern thought also leans towards Dr. Studebaker's idea of regional, or community school.

In the preceeding references, opinions have been quoted from

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the writings of school superintendents, a university president, the United States Commissioner of Education and from the report of the Commission on Education for All American Youth. If these persons are considered to be a cross-cut of educators' ideas, then the consensus of their opinions can be properly applied in an examination of the educational needs of Berkshire County through this research paper. The study which is reported upon here will be confined to the need for 13th and 14th grade level business subjects. However, the points which have been drawn by the educators quoted will show the development of the Junior College, or the 13th and 14th grade level, education in general.

CHAPTER III

PROCEDURES USED IN ASSEMBLING DATA

It was originally planned to circularize a year's graduates from Berkshire County private and public high schools for information pertaining to the need for business courses at the Junior College level in Berkshire County, Massachusetts. However, due to the cumbersome nature of such a procedure, either by mail or directly in groups, it was considered wise to obtain pertinent data from only the administrative heads of these schools.

The size of the towns and cities represented in this study ranges from New Marlborough, with a population of 896, to Pittsfield, with 53,560¹. Questions asked in the questionnaire, therefore, had to be formulated in such a way as to exact an expression of both opinion and fact, so as to reflect the true picture in schools at both enrollment extremes.

It was felt that, in smaller localities, the hopelessness of obtaining local 13th and 14th year level education of any sort could have suppressed any potential demand for it that might have existed. If so, students' requests for 13th and 14th year level business education might possibly never have come officially into school offices. It was hoped that such instances would come to light if an opportunity were given for each educator

¹ County, City and Town Officers for 1946 in Berkshire County,
County Court House, Pittsfield, Massachusetts, page 37.

THE HISTORY OF THE

It was originally intended to be published in a single volume, but the numerous additions and alterations have rendered it necessary to divide it into two volumes. The first volume contains the history of the reign of Henry the First, and the second volume contains the history of the reign of Henry the Second. The first volume is divided into two parts, the first part containing the history of the reign of Henry the First, and the second part containing the history of the reign of Henry the Second. The second volume is divided into two parts, the first part containing the history of the reign of Henry the Second, and the second part containing the history of the reign of Henry the Third. The first volume is divided into two parts, the first part containing the history of the reign of Henry the First, and the second part containing the history of the reign of Henry the Second. The second volume is divided into two parts, the first part containing the history of the reign of Henry the Second, and the second part containing the history of the reign of Henry the Third.

THE HISTORY OF THE
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AND HENRY THE SECOND

to express his opinion as to the needs for 13th and 14th year study of this sort in Berkshire County.

Coupled with this point was a request for an expression of opinion as to the adequacy of present 13th and 14th year level business education in Berkshire County. It was realized that, in small conservative New England towns, an expression of this sort is often withheld by public officials due to the fear of offending those criticized, or until properly endorsed by higher authority. However, the information requested was pertinent to this study, and would be important to educators, because the Massachusetts House of Representatives and Senate was soon to enter into a study of the same problem in connection with legislation¹ bearing upon regional 13th and 14th year education. This information was requested on the questionnaire, therefore, in an effort to gain additional knowledge of the need for Junior College level business training in Berkshire County.

The complete procedure followed was comprised of the following steps:

a. Letter and questionnaire, with a stamped, self-addressed envelope, mailed to the headmaster of each private and public high school in Berkshire County (see pages 23, 24, and 25).

b. Follow-up by telephone three weeks following the

¹Massachusetts House of Representatives, Bill Number 2358, Approved June 15, 1948.

LETTER

Greylock Street
Lee, Massachusetts
May 28, 1947

Mr. Walter A. Potter, Principal
Lee High School
Lee, Massachusetts

Dear Mr. Potter:

Will you please fill out the enclosed questionnaire during the next few days, and return it to me in the self-addressed envelope?

The replies which you send me will be used in connection with professional graduate study which I hope to complete next month at Boston University. The opinions given in this questionnaire will be used only as a group expression, without reference to individuals.

Your assistance in obtaining these facts and opinions will be greatly appreciated.

Yours very truly,

Charles G. Tucker

Enc: Questionnaire
Self-addressed envelope

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QUESTIONNAIRE

_____ High School, _____ Massachusetts

Number of students enrolled:

	1946	1947
Total of all departments	_____	_____
Business Dept. (regular students)	_____	_____
Other students taking one or more business subjects, as extra-credit work	_____	_____
Post Grad, Evening or Special students taking one or more business subjects	_____	_____

Graduates:

	1946	(Estimate) 1947
Total of all departments	_____	_____
Business Dept.	_____	_____

Further education of 1946 graduates of all Depts.

	(Estimated %)
Wanted <u>no</u> further formal education	_____ %
Wanted further business ed., and entered a school for this purpose	_____ %
Wanted further business ed., and did <u>not</u> enter a school for this purpose	_____ %
Wanted other higher ed., and entered a school for this purpose	_____ %
Wanted other higher ed., but did <u>not</u> enter a school for this purpose	_____ %
	100%

Location of higher business education:

	(Estimated %)
Those who entered higher business schools---	
In Berkshire County	_____ %
Outside of Berkshire County	_____ %
	100%

STATE OF NEW YORK

IN SENATE, JANUARY 10, 1900.

REPORT OF THE COMMISSIONER OF THE LAND OFFICE.

1899.

Total of all lands.

Land owned by the State.

Land owned by the State, including land owned by the State, but not yet surveyed.

Land owned by the State, including land owned by the State, but not yet surveyed.

Summary.

Total of all lands.

Land owned by the State.

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Land owned by the State, including land owned by the State, but not yet surveyed.

Summary of the State's Land.

Land owned by the State, including land owned by the State, but not yet surveyed.

Land owned by the State, including land owned by the State, but not yet surveyed.

(Page 2)

Questions:

1. Have there been requests for evening or other adult continuation courses in business subjects during 1946-47 in your school?

If so, please list the subjects and classify them as "being now offered", "to be offered" or "cannot be offered".

<u>Subject</u>	<u>Classification</u>
_____	_____
_____	_____
_____	_____

2. In your opinion, are adequate facilities now provided in Berkshire County for thirteenth and fourteenth year level business education? (Consider both public and private school offerings.)

As to the number of students who can be enrolled _____

As to the type and number of office machines used in these schools _____

As to the quality of the subject matter taught _____

3. Should Berkshire County educators correct any inadequacy noted above, or ignore same in favor of using out-of-county schools?

Remarks:

Prepared by _____

10-11-1941

1. The following is a list of the names of the persons who have been in contact with the subject since the date of his departure from the country.

It is requested that you inform the persons named in the list of the fact that they are being investigated.

Witnesses

Subject

_____	_____
_____	_____
_____	_____

The following is a list of the names of the persons who have been in contact with the subject since the date of his departure from the country.

It is requested that you inform the persons named in the list of the fact that they are being investigated.

2. Should the subject be found to have been in contact with any of the persons named in the list, it is requested that you inform the Bureau of the fact.

10-11-1941

Respectfully,

mailing of the questionnaire. A request was made at this time for an appointment for a personal interview in the event that materials had been mislaid or there was indication that a sufficient response could only be obtained in that manner.

c. Personal interview in four cases where a reply by mail failed, but an appointment by telephone was given. All interviews took place during school vacations or after class hours to eliminate conflict with school routine.

The letter and questionnaire were first approved for content and procedure by the faculty advisor at Boston University, School of Education.

Early replies proved to contain the most fruitful information. Questions designed to obtain factual information from school office records were generally given. However, questions asking for percentage estimates of student desires as to attending higher business schools were poorly answered. A fair response came in reply to the direct request for a statement of opinion as to the adequacies of 13th and 14th year level business training available in Berkshire County.

The telephone follow-up presented the problem of "find the principal" before obtaining any information as to the disposal of the questionnaires which had been mailed to them. Of those contacted, four made appointments for personal interviews, three had already left for summer work on the day following graduation, and one returned his questionnaire marked, "School has closed", although the questionnaires were sent before June.

Dismissing the four from whom no results were obtained as administrative apathy, the telephone follow-up produced very satisfactory results. Personal interviews were one hundred per cent productive. In every case, factual data were ready when called for, and estimates or statements were freely given.

The interview at Pittsfield High School took place ten months after the questionnaire had first been mailed. During this interim, legislation had been introduced in the Massachusetts Legislature (See Appendix B), which provided for a study to be made of several educational problems in Massachusetts. One of these problems was a proposal to change the state teachers' colleges in Massachusetts to junior colleges, causing the latter to become branches of the University of Massachusetts. Since there is a teachers' college in the City of North Adams in Berkshire County, this legislative activity in behalf of Junior College level training aroused a renewed interest in the questionnaire at Pittsfield. Because the topic was currently being discussed by the press, and due to the proximity of one of the subject institutions, the replies given in this belated interview were most pertinent to this study.

Of 4,781 students attending Berkshire County private and public high schools, 3,309 are represented by the replies to the questionnaire. Replies were obtained from ten out of thirteen schools contacted.

¹Educational Directory, 1946, Commonwealth of Massachusetts, Department of Education, Bulletin 368, page 2.

The questionnaire used in this study was designed to produce evidence rather than to secure statistical data such as scores or ratings. This was due to the nature of the topic and the limited geographical area involved. Results, therefore, when tabulated, will show trends, but not with the statistical prediction accuracy of a broad sampling field where comparative norms are available. No basis for a comparison of Berkshire County needs for 13th and 14th year education in the business field has as yet produced.

In the future, one such comparative basis will probably be found as a result of a survey made in the spring of 1948 through the Massachusetts Department of Education (see Appendix C). This was a state-wide study of high school seniors' post-graduation plans, and it covered many of the same points that were included in this questionnaire, such as:

1. Student demand for further education.
2. Whether or not the desired schools are in Massachusetts.
3. Why students do not expect to continue school after graduation from the 12th grade.
4. The type of further education desired.

At the time of this writing, no published results have been found available from the Department of Education's research. It will, however, provide another basis for local comparisons, when, and if, it is put into print.

In addition to the absence of a comparative basis for this

questionnaire, it was found during the preliminary research that there was a dirth of recent text materials on the subject of 13th and 14th year level education of all sorts. This was particularly true in the state education department's libraries. The librarian at the North Adams State Teachers' College, for instance, listed only eight texts on the Junior College, seven of which were dated 1931 or earlier--sixteen or more years old. To a lesser degree the same was found true at the Massachusetts Department of Education Extension Library at Boston, where only one or two copies of the more recent texts were listed, each with a long readers' waiting list.

The most fruitful sources of text and research materials were the Boston University Library and the Office of the American Association of Junior Colleges in Washington, D. C. The newer works used for this study came largely from these two places.

Other useful information came from the Commercial Teachers' Panel Discussion at the Berkshire County Teachers' Association Convention¹. Each public high school in the county was asked to submit its Business Department Curriculum for examination and criticism by a panel of representative business teachers from each of these schools. Although no detailed inspection of the present offerings in all Berkshire County schools will be made here, each participating school's curriculum is shown in Appendix D as a source of reference in connection with the

¹98th Annual Convention, Berkshire County Teachers' Association, Pittsfield High School, Pittsfield, Massachusetts, 1947.

information asked for in number one of that section of the questionnaire which is marked "questions".

From an examination of Appendix D it can be readily determined that no public school in Berkshire County is offering business education of the 13th and 14th year level to graduates, except for post-graduate study during regular school hours. Furthermore, the courses which are available under this post-graduate plan are really designed for students of grades 9 through 12 or grades 10 through 12. The use of such courses for the post-graduate is, therefore, of secondary value in filling the need for Junior College level business study. At best, this is a poor substitute. Due to the differences in age between post-graduates and undergraduates, this sort of education does not produce the maximum of results. It should also be noted that the 13th and 14th year level is aimed at a terminal education of a more concentrated type than can be offered in the regular high school classroom.

It is expected that the findings of this study will show the existence of a demand for Junior College level business education in Berkshire County. However, it must be emphasized at this point that this demand is definitely not satisfied simply by offering Post-Graduate study in regular high school classes.

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CHAPTER IV

FINDINGS

A summary is made herewith of the findings in the inquiry undertaken in the questionnaire supporting this study. Pertinent factors will be separated into tables and analyzed in the light of the bearing each has upon the need for 13th and 14th year level business education in the county of Berkshire.

No attempt will be made to segregate the three-year high schools from the four-year type, inasmuch as the relationship which the number of grades has to the value of answers in this questionnaire is quite remote. The total number of administrative units which are covered by the study will indicate the educational facilities which are included in the problem. The total number of students in the various schools indicates the present load of those facilities, and, at the same time, shows how many boys and girls come into contact with any present efforts towards 13th and 14th year education.

In order that the worth of the questionnaire results, as a representative expression of Berkshire County schools, both as to number of schools and as to number of students enrolled, can first be established, however, a general summary of the results obtained will be presented. Thereafter, enrollment figures will be examined. The remainder of the findings will then follow the pattern of the information requests in the questionnaire.

TABLE III

COMPLETENESS OF RESPONSE TO QUESTIONNAIRE
(CLASSIFIED AS TO NUMBER OF SCHOOLS)

<u>Type of Response</u>	<u>Number of Schools</u>	<u>Per Cent of Total</u>
Made complete answers	8	61.5
Made partial answers	2	15.4
Made no answer	<u>3</u>	<u>23.1</u>
Totals	13	100.0

Eight of the thirteen high schools sending in replies, or 61.5 per cent of the total number of high schools in Berkshire County, completely answered the questionnaire. Two more (15.4 per cent of all high schools) made partial replies. These latter omitted one or more of the four sections of questions, yet they did respond with some information. Therefore, 76.9 per cent of all the public and private high schools will have contributed to the providing of the basic materials used in this study of Berkshire County 13th and 14th year level education.

TABLE IV

COMPLETENESS OF RESPONSE TO QUESTIONNAIRE(CLASSIFIED AS TO NUMBER OF ENROLLED STUDENTS REPRESENTED)

<u>Type of Response</u>	<u>Enrolled Students Represented</u>	<u>Per Cent of Total</u>
Made complete answers	3,103	64.9
Made partial answers	206	4.3
Made no answer	<u>1,472</u>	<u>30.8</u>
Totals	4,781	100.0

Of the 4,781 students enrolled in the private and public high schools in Berkshire County, 3,103 of them, or 64.9 per cent, are in schools which completely answered the questionnaire. An additional 206 students are represented by schools making only partial replies. This brings the total number of students represented by the schools contributing answers and opinions to this study up to 69.2 per cent of the entire Berkshire County high school student body.

With 76.9 per cent of the high schools in Berkshire County represented, and these accounting for 69.2 per cent of the total high school students enrolled in that county's schools, a majority of all possible participants has directly, or indirectly, been enlisted into the preparation of figures and statements which are to be used in these findings.

Before leaving the preliminary introductions of the question-

TABLE IV

COMPARISON OF THE EFFECTS OF

DIFFERENT TYPES OF

TYPE OF	PERCENTAGE	PERCENTAGE
TYPE A	100.0	100.0
TYPE B	100.0	100.0
TYPE C	100.0	100.0
TYPE D	100.0	100.0

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naire and its participants, however, each high school will be named and its enrollment figure stated. In this manner, schools may be identified and their individual importance or geographical location may be established at the outset.

TABLE V

TOTAL 1946-1947 STUDENT ENROLLMENTIN PUBLIC AND PRIVATE BERKSHIRE COUNTY HIGH SCHOOLS

<u>Name and Address of School</u>	<u>Total Enrollment</u>
Adams High School, Adams	400
Dalton High School, Dalton	254
Drury High School, North Adams	762
Lee High School, Lee	210
Lenox High School, Lenox	131
New Marlborough High School, New Marlborough	39
Pittsfield High School, Pittsfield	1,614
Saint Joseph's High School, North Adams	167
Saint Joseph's High School, Pittsfield	498
Searles High School, Great Barrington	317
Sheffield High School, Sheffield	52
Williams High School, Stockbridge	125
Williamstown High School, Williamstown	<u>212</u>
Total for Berkshire County	4,781

In addition to the foregoing enrollment figures, it will be necessary to establish the relative importance of the Business Department of each school in its own curricular position. A

summary of the 1947 enrollment figures for the reporting schools is, therefore, made with an accompanying percentage comparison with the total enrollment for each one.

TABLE VI

COMPARISON OF BUSINESS DEPARTMENT ENROLIMENTS
WITH TOTAL ENROLLMENT IN NINE REPORTING SCHOOLS

<u>Name of School</u>	<u>Total Enrollment</u>	<u>Total Business Dept.</u>	<u>Per Cent</u>
Adams	400	60	15.0
Dalton	254	34	13.4
Lee	210	60	28.6
Lenox	131	55	42.0
Pittsfield	1,614	401	25.0
St. Joseph's (N.A.)	167	44	26.0
Searles	317	79	24.9
Sheffield	52	17	32.7
Williams	<u>125</u>	<u>46</u>	36.8
Total	3,270	796	24.3

From the above table it can be seen that, of the 3,270 students in the reporting schools, 796, or 24.3 per cent, were registered in the Business Department for full time study. This percentage works in favorably with the national average of from 23 to 25 per cent¹ for the same comparison.

¹Rowe, John L., an unpublished lecture at Boston University, School of Education Summer Session, 1946, Seminar in Educational Research Methods.

TABLE VII

COMPARISON OF TOTAL ENROLLMENTS
WITH ELECTIVE ENROLLMENTS IN THE BUSINESS DEPARTMENT

<u>Name of School</u>	<u>Total Enrollments</u>	<u>Elective Enrollments</u>	<u>Per Cent</u>
Adams	400	40	10.0
Dalton	254	15	6.0
Lee	210	30	14.3
Lenox	131	6	4.5
Pittsfield	1,614	125	7.7
St. Joseph's (N.A.)	167	None	None
Searles	317	75	23.6
Sheffield	52	10	19.4
Williams	<u>125</u>	<u>37</u>	29.6
Totals	3,270	338	10.4

In addition to the 796 students regularly enrolled in the business departments of Berkshire County high schools, another 338 students take courses in the business department in addition to their other work. These latter are the students who take an elective course in typing or business arithmetic, but who are normally members of the college preparatory group, or bear some similar classification. They account for an added 10.4 per cent of the total student enrollment, bringing the total number of boys and girls taking part in the high school business department to 1,134, or 34.7 per cent.

The purpose of including Tables VI and VII was to determine the relative importance of present high school level training in business by comparing it to the entire enrollment of each school. Roughly, one out of every three high school students is either a full-time or a part-time participant in the business department offerings. Almost one out of every four high school pupils is a full-time business student. How do the graduates fare?

TABLE VIII
COMPARISON OF BUSINESS DEPARTMENT GRADUATES
WITH TOTAL GRADUATES IN 1947

<u>Name of School</u>	<u>Total of Graduates</u>	<u>Total Business Dept. Graduates</u>	<u>Per Cent</u>
Adams	117	12	10.3
Dalton	45	12	26.7
Lee	50	10	20.0
Lenox	30	12	40.0
Pittsfield	422	109	25.9
St. Joseph's (N.A.)	25	8	32.0
Searles	60	11	18.3
Sheffield	6	2	33.3
Williams	<u>25</u>	<u>8</u>	32.0
Totals	780	184	23.6

With a slight shrinkage due to normal drop-outs, the one-out-of-four ratio is approximated in this chart also. Of the 780

The purpose of this study is to determine the effect of the different concentrations of the active ingredient on the growth of the plant. The results are presented in the following table. The data are the mean of three replicates. The standard deviation is also given. The results are significant at the 5% level.

TABLE I
GROWTH OF PLANTS TREATED WITH DIFFERENT CONCENTRATIONS OF THE ACTIVE INGREDIENT

Concentration (mg/l)	Height (cm)	Weight (g)	Standard deviation (g)
0.0	10.0	1.0	0.1
0.1	11.0	1.1	0.1
0.2	12.0	1.2	0.1
0.3	13.0	1.3	0.1
0.4	14.0	1.4	0.1
0.5	15.0	1.5	0.1
0.6	16.0	1.6	0.1
0.7	17.0	1.7	0.1
0.8	18.0	1.8	0.1
0.9	19.0	1.9	0.1
1.0	20.0	2.0	0.1

The results show that the growth of the plant is significantly increased by the treatment with the active ingredient. The increase is dose-dependent. The results are significant at the 5% level.

graduates considered, 184, or 23.6 per cent, were graduated from business departments. As a part of the normal three or four year high school, therefore, business education is keeping its position in the ranks with other departments such as College Preparatory, Scientific, and General.

In the questionnaire, as mailed, figures of the type just illustrated in Table VI, VII and VIII were requested for both school years, 1945-46 and 1946-47. The earlier of the two sets was not used here in the interest of economy of time and space. The purpose of requesting two sets was to note any unusual differences which might upset the results of this investigation. Both years' data proved to be generally alike, however, and only the more recent of the two has been reproduced.

The focal point of examination now shifts to the type of study which the high school graduate pursues. Particularly, the interest will be in business subjects. Specifically, it will be in those at the 13th and 14th year level.

TABLE IX
1947 ENROLLMENT OF
POST GRADUATES AND OTHER SPECIAL STUDENTS
IN NINE REPORTING SCHOOLS

<u>Number</u> <u>Of Schools</u> <u>Reporting</u>	<u>Normal Total</u> <u>Of Regular</u> <u>Student Body</u>	<u>Post Graduates</u> <u>Or Other Special</u> <u>Students Enrolled</u>
9	3,270	None

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The graduate's interest in business education has not, however, disappeared. Table IX merely indicates that business education of the post graduate type is not wanted by high school graduates. As for those who were not interested in any further education, the questionnaire revealed that over one half of high school graduates have found immediate employment a great temptation.

TABLE X

AN ANALYSIS OF HIGH SCHOOL GRADUATES' PLANSFOR FURTHER STUDY(SHOWN IN PERCENTAGES ESTIMATED BY PRINCIPALS)

<u>Name of School</u>	<u>Wanted No Further Education</u>	<u>Wanted To Continue Their Education</u>
Adams	40	60
Dalton	65	35
Lee	65	35
Lenox	80	20
Pittsfield	54	46
Searles	68	32
Sheffield	60	40
Williams	44	56
Average	59.5	40.5

Estimates had to be obtained for Table X, due to the fact that no uniform system of graduate follow-up is maintained by Berkshire County's high schools. This is also true throughout

the state. In each of the schools contacted by interview, the answer to this section of the questionnaire at first met with despair. Upon learning that only an estimate was desired, answers were given in the nine cases cited. In Table X it can be seen that the bulk of the graduating students have plans other than college. This is not due to the war draft, nor is it greatly affected by any post-war draft proposals. Probably the high earning power of the unskilled worker is accountable in many of the cases. The need for additional earning power at home due to higher living costs¹ will add still more cases to the list.

With the close of the war, and the accompanying rush of veterans into colleges, there evolved a distinct "sellers' market" in colleges and universities. One New England University representative is credited with the statement that for every entering freshman there were about fourteen who could not be accepted, due to crowded conditions and to more stringent entrance requirements. From the point of view of a particular university, this may be a good solution to the overloading of faculty and facilities. However, from the point of view of the high school graduate and the future of the country of which he is an important part, a method of accommodating the surplus of aspirants to higher education must soon be set into action. Just how seriously does this affect the boys and girls of Berkshire County who want further education?

¹Cost of Living Index for Massachusetts, Commonwealth of Massachusetts, Department of Labor and Industries, Division of the Necessaries of Life, Monthly Letter.

TABLE XI

A COMPARATIVE ANALYSIS OF THE STUDENTSIN EACH GRADUATING CLASSDESIRING FURTHER EDUCATION(SHOWN IN PERCENTAGES ESTIMATED BY PRINCIPALS)

<u>Name of High School</u>	<u>Entered Higher Education (Per Cent)</u>	<u>Desired Higher Education But Did Not Enter (Per Cent)</u>
Adams	43	17
Dalton	26	9
Lee	10	25
Lenox	12	8
Pittsfield	16	30
Searles	25	7
Sheffield	40	0
Williams	32	24
Average	25.5	15

From the above data it is learned that an average of 15 per cent of all of the high school graduates in the county of Berkshire desired to further their education, but for some reason were unable to do so. The reasons which could be given are many. Failure to meet entrance requirements, lack of funds, home conditions, and change of interest are only a few. However, 15 per cent, roughly 117 of the 780 graduates from county high schools for that year, constitutes a sizable number of

individuals. In a country which is dependent upon the mental development of its citizens for the quality of the government which rules, this can be the forerunner of a serious situation.

This existing condition, as shown in Table XI, follows the same pattern in the field of higher business education. All higher education was considered in the preparation of the table data. In addition, there is the 59.5 per cent shown in Table X who wanted no further education at the time of graduation. In the years of depression which should normally follow this present industrial boom, some of this number will find it necessary to acquire the proficiencies which they are not now required to have in order that they hold good positions in business. They, too, will be added to the number seeking further business study and training. By the time that this situation has developed into a crisis, it is not likely that these unprepared individuals will be in a position to study at any great distance from their place of residence. Family and home ties, in addition to the fact that they are now older and less willing to travel about the country, will be some of the reasons why local terminal or continuation study would benefit this group. Will the facilities which are offered in business education at the 13th and 14th year level in Berkshire County be able to accommodate this additional load?

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TABLE XII
LOCATION OF HIGHER BUSINESS EDUCATION
PURSUED BY 1947 GRADUATES
(PERCENTAGES ESTIMATED BY PRINCIPALS)

<u>Name of School</u>	<u>Per Cent Entering In Berkshire County</u>	<u>Per Cent Entering Outside of County</u>
Adams	30	70
Dalton	100	0
Lee	75	25
Lenox	50	50
Pittsfield	33	67
Searles	0	100
Sheffield	30	70
Williams	100	0
Average	52.2	47.8

Of all 1947 high school graduates who continued their studies at business schools, 52.2 per cent did so within the County. However, 47.8 per cent, or about 125 individuals, went out of the county for their business preparation. In round numbers, every other Junior College level student left the County of Berkshire for terminal business education. These would make a sizable freshman class for a good local 13th and 14th year level business school.

It must be remembered, also, that, in addition to these students, there are those who have been out of high school or

THE
 NATIONAL BUREAU OF STANDARDS
 AND METROLOGY
 DEPARTMENT OF COMMERCE

Standard No. 100-100	Standard No. 100-100	Standard No. 100-100
100	100	100
100	100	100
100	100	100
100	100	100
100	100	100
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The National Bureau of Standards is a Federal agency of the Department of Commerce, established by Congress in 1901. It is the primary authority for the establishment and maintenance of the national system of standards and metrology. The Bureau is responsible for the development and maintenance of the national system of standards and metrology, and for the dissemination of information on standards and metrology. The Bureau is also responsible for the development and maintenance of the national system of standards and metrology, and for the dissemination of information on standards and metrology.

The Bureau is organized into several divisions, each of which is responsible for a specific area of standards and metrology. The divisions are:

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The Bureau is also responsible for the development and maintenance of the national system of standards and metrology, and for the dissemination of information on standards and metrology.

college for some time who seek to improve their knowledge of typewriting, shorthand, bookkeeping or some similar business subject. Present offerings of post-graduate study in high school does not appeal to this group. Neither are these prospective students plausible possibilities for out-of-county schools. Their demand for education can, at present, only be satisfied locally, at higher tuition rates in commercial enterprises offering business training, and to the exclusion of the younger, less stable high school graduate. Perhaps the various city and town education departments should undertake adult evening courses in business subjects at public expense.

TABLE XIII
NUMBER OF SCHOOLS RECEIVING REQUESTS
FOR ADULT OR EVENING BUSINESS CLASSES

<u>High Schools</u> <u>Reporting</u>	<u>Received No</u> <u>Requests</u>	<u>Received</u> <u>Requests</u>	<u>Made</u> <u>No Reply</u>
10	7	1	2

From the above tabulation the great majority of Berkshire County high schools is found to be out of the picture as far as graduate interest in the offering of evening or adult business education courses. Only one school had received inquiries relative to starting such classes.

It is an interesting and very important fact here, however, to note that the one school having such requests was in Pittsfield, the largest city in Berkshire County. Located as it is, in the

geographical center of the county, one can easily see where these requests could have come from the surrounding small towns as well as from the local residents themselves. Upon pressing the question as to the nature of requests made at this school, it was learned that the subjects asked for were typing, shorthand, and secretarial training. These are all possibilities for the 13th and 14th year level business department

As in every community of its size, Berkshire County also has several privately owned business schools which offer one and two year courses in bookkeeping, typewriting and secretarial studies. Such schools enjoy a virtual monopoly in 13th and 14th year business education. Because there is no public offering of courses at this level, except the unwanted post-graduate course, these proprietary business schools offer their courses without competition.

It must be remembered that 47.8 per cent of all business students who are high school graduates are studying outside of the county area. This may be caused by the fact that the student feels that he is being a "college man" if he is away from home. It may also be due to the fact that these local private business schools are too commercialized, and that this is recognized by many who otherwise would attend these institutions. Then, too, these privately owned business and secretarial schools are often found to be overloading their space, equipment or faculty. Where that is the case, the 47.8 per cent is justified in seeking a more favorable learning situation elsewhere.

TABLE XIV
POLL OF OPINION AS TO FACILITIES
FOR 13TH AND 14TH YEAR LEVEL BUSINESS STUDY
IN BERKSHIRE COUNTY

<u>Question Asked</u>	<u>Replies</u>		
	<u>Yes</u>	<u>No</u>	<u>Doubtful</u>
Is there sufficient enrollment capacity?	6	2	None
Are the type and number of machines adequate?	3	3	2
Is the quality of subject matter adequate?	4	2	2

The decisive majority of the opinions of school principals on the question of whether or not adequate facilities for enrollment in 13th and 14th year level business study favors the affirmative. The two negative opinions were given by school principals in smaller towns at some distance from either of the two cities in Berkshire County. In one of the opinions marked "Yes" an additional note was made to the effect that a "Night School" in the southern part of the county would seem possible. This would indicate that the writer had in mind some doubt as to the geographical appropriateness of the present schools which could offer Junior College level business training.

In the question directed at the adequacy of the type and number of office machines available for 13th and 14th year business education, an even distribution of answers was obtained.

Considering the "Doubtful" as a part of the "No" replies, a question was found to exist in the minds of the high school principals as to the type and quantity of mechanical office equipment now available. It is true that these machines become a large investment for the small business school owner to finance. However, does the lowering of costs justify the resultant loss in good quality education?

In an analysis of the inquiry as to the quality of the subject matter taught in 13th and 14th year level schools at the present time in Berkshire County, a close opinion was again found. By combining the doubtful and the negative replies, the result is neutralized with four stating "yes" and four stating "no". In referring to privately owned business colleges, one of those answering "yes" added in a footnote, "I believe that there are schools in Massachusetts with higher ratings". This would seem to throw the balance of the opinion on this question over to a negative reply, indicating that the majority of educators in Berkshire County are not favorably impressed by the quality of the subject matter taught in the 13th and 14th year level private business schools, nor in their own post-graduate courses.

In the case of the private business schools, mass production, crowded conditions and false economy in equipment were most frequently noted as reasons for dissatisfaction with subject matter standards. In the case of the post-graduate sections of high schools, the faults most often mentioned were differences in age groups and lack of adaptability of the high school course to the

use of the graduate-student. One principal specifically noted on his questionnaire that public education which is set up for high school graduates to use as in-service training was more desirable than the usual full-time post-graduate study. This latter point has already been illustrated from a different source in Table IX (see page 38).

Before any recommendations can be drawn from the data already presented in the tables which have been illustrated in this chapter, this information should be summarized.

First, through the use of three tables, the questionnaire was shown to have adequately canvassed the Berkshire County private and public high schools. The majority of the schools in the county were contributors to the information which was used. Also, these schools represented the majority of all of the high school students in the county.

Business education, as a part of the normal Berkshire County high school curriculum, was examined, both as to number of students enrolled and as to its proportion of graduates. The comparison not only showed the favorable position held in the county high schools by business education departments, but showed also a close relationship to the national average percentage of total school enrollment.

Having thus established the legitimacy of the claim of Berkshire County high schools to good business education, the matter of post-graduate business study was examined. In spite of a good department, the post-graduate courses were found to be

without appeal.

Figures were studied which dealt with the number of graduates desiring further education. Also, the success of high school graduates in entering college was considered. Both sets of figures showed possible future additional student load for the local 13th and 14th year level school.

The graduates following business study on the 13th and 14th year level were broken into two groups, those studying in Berkshire County, and those studying out of the county. These proved to be nearly equal in size.

It was then learned that adult or evening courses for continuation or terminal 13th or 14th year study, offered no incentive for graduates to return to school.

An examination was also made of the opinions of Berkshire County educators as to the feasibility of private business schools' filling in the gap left in education at the 13th and 14th year level. These men agreed that, although facilities were available for the meeting of classes, the equipment and subject matter offered by these commercial enterprises were not too impressive educationally.

The point of the study has, therefore, been reached by the results of the questionnaire. There is definitely a need for adequate 13th and 14th year level functional business education. Those types which are now in use, or which are offered but are not used, do not satisfy this need. Will satisfaction come from public

education departments, either new or remodeled; or will the demand be met by enterprisers who will first make a profit and then educate?

THE FUTURE OF THE EDUCATION DEPARTMENT

The future of the education department is a subject of great importance to the public. It is a subject which has been discussed for many years, and it is one which will continue to be discussed for many years to come. The education department is the foundation of the nation, and it is the responsibility of the government to see that it is properly maintained and developed. The education department is the only department which is responsible for the future of the nation, and it is the only department which is responsible for the future of the people. The education department is the only department which is responsible for the future of the nation, and it is the only department which is responsible for the future of the people.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The efforts of this study have been directed at examining the extent of the need for business education at the 13th and 14th year levels in Berkshire County, Massachusetts. Although no formally organized Junior College existed in that locality at the time of this writing, the educational feasibility of establishing such an institution has been considered in compiling these data.

High school graduates have for some time been able to attend privately owned one and two-year business colleges at the 13th and 14th year levels. There has also been available the post-graduate courses at the various high schools. Other than these two types of continuation or terminal study, the only other business education obtainable by high school graduates was located outside of the county of Berkshire.

A summary of conclusions and recommendations will be made of the Berkshire County Junior College level business education problem as just presented. The conclusions and recommendations which are stated will bear directly upon the "educational need" in the area under consideration. The economic factors in this problem were not covered by this study.

THE HISTORY OF THE

The history of the city of New York, from its first settlement by the Dutch, in 1624, to the present time, is a subject of great interest and importance. It is a subject which has attracted the attention of many of the most distinguished writers of the age, and which has been the subject of many valuable works. The history of the city of New York is a subject which is of great interest and importance to all who are interested in the history of the United States. It is a subject which has attracted the attention of many of the most distinguished writers of the age, and which has been the subject of many valuable works.

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SUMMARY OF CONCLUSIONS

From circularizing the principals of Berkshire County's public and private high schools, and with the aid of selected references, the following conclusions have been drawn:

1. Berkshire County is geographically situated in such a manner that its mode of living makes it a community of approximately 127,000 people.

2. In a survey made by J. F. Thaden¹ it was found that 90 out of 92 communities with populations of 100,000 or higher can probably qualify as Junior College centers.

3. Several of the smaller towns in Berkshire County are already looking to the larger cities, particularly Pittsfield and North Adams, for the means by which they can continue to educate their recent high school graduates. This was reflected in the "remarks section" of the questionnaire used in this study.

4. The legislature of the Commonwealth of Massachusetts approved, on June 15, 1948, House Bill Number 2358 (see Appendix B) which is entitled, "Resolve providing for an investigation and study by a special unpaid commission of certain problems of education in the Commonwealth". In a supporting bill it is stated that one part of this study will examine the possibility of changing "state teachers' colleges to junior colleges and making these colleges branches of the University of Massachusetts".

¹Thaden, J. F., We Need 13th and 14th Years, Nation's Schools, April, 1946, page 45.

5. There were 4,781 high school students enrolled in Berkshire County high schools in June, 1947.

6. The business departments in Berkshire County high schools comprised 24.3 per cent of total enrollments. This percentage compares favorably with the 23 to 25 per cent average for the nation.

7. An additional 10.4 per cent of the total high school enrollment participated in the high school business department through elective courses.

8. Business department graduates comprised 23.6 per cent of the total graduating class in 1947.

9. All of the high schools of Berkshire County offer post-graduate courses. These courses permit graduates to enter regular high school classes for study in any subject, including those of the business department.

10. There were no post-graduate students taking courses in business subjects in Berkshire County high schools contacted in this study.

11. There were no schools in Berkshire County offering Junior College level terminal courses.

12. There were 59.5 per cent of all graduates who did not wish to continue their education after high school.

13. There were 40.5 per cent of all graduates who desired to further their education after high school.

14. Of the 40.5 per cent desiring further education, three out of every eight were unable to enter higher schools.

1. The first of the three main points is that the Government has failed to provide a clear and consistent policy on the issue of the environment. This has led to confusion and uncertainty among the public and the private sector.
2. The second point is that the Government has failed to take adequate measures to protect the environment. This has led to the degradation of the environment and the loss of natural resources.
3. The third point is that the Government has failed to involve the public in the decision-making process. This has led to a lack of public support for the Government's policies.
4. The fourth point is that the Government has failed to provide adequate funding for environmental protection. This has led to a lack of resources for the implementation of environmental protection measures.
5. The fifth point is that the Government has failed to provide adequate training and education for the public. This has led to a lack of awareness of environmental issues and a lack of understanding of the importance of environmental protection.
6. The sixth point is that the Government has failed to provide adequate information to the public. This has led to a lack of knowledge of the Government's policies and a lack of understanding of the impact of the Government's actions on the environment.
7. The seventh point is that the Government has failed to provide adequate consultation with the public. This has led to a lack of public input in the decision-making process and a lack of public support for the Government's policies.
8. The eighth point is that the Government has failed to provide adequate monitoring and evaluation of its environmental protection measures. This has led to a lack of information on the effectiveness of the measures and a lack of understanding of the need for improvement.
9. The ninth point is that the Government has failed to provide adequate enforcement of its environmental protection measures. This has led to a lack of deterrence for those who violate the law and a lack of understanding of the importance of environmental protection.
10. The tenth point is that the Government has failed to provide adequate leadership in the area of environmental protection. This has led to a lack of direction and a lack of coordination among the various agencies involved in environmental protection.

This amounted to about 117 disappointed students.

15. One university reported 14 refusals for each acceptance of any entrance applicant into the freshman class.

16. There will be a future increase in applicants for business training, due to the desire of job-holders to acquire requisite training and knowledge which they were not required to have in advance during 1947 and 1948 because of the shortage of manpower.

17. As 1947 graduates become older, they will not be in a position to travel for their education, due to home ties, occupation or simply increasing age.

18. As of 1947, nearly one-half of all business study pursued by graduates was outside of Berkshire County.

19. Adult education and evening courses in business subjects have generally not been requested from the high schools.

20. Pittsfield, the largest city in Berkshire County, was the only locality reporting that inquiries had been received as to adult or evening classes. This indicates that the larger centers, with their greater facilities, are the ones looked to for higher business education.

21. The requests made at Pittsfield were for terminal or continuation subjects in the business field, such as the Junior College offers.

22. The use of business colleges which are privately owned involves a tuition expense to the student.

23. Studying away from home includes expense for room,

The committee is composed of the following members:

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board, tuition and other costs, at a figure that is steadily mounting.

24. The majority of principals feels that the facilities of local institutions in existence at the time of the study were adequate as to enrollment capacity for 13th and 14th year level education.

25. The opinion as to adequacy of the office machines used in private business schools was divided, showing that there is a feeling that economy in the purchase of expensive equipment comes before the need of the student.

26. Principals' opinions as to the quality of the subject matter taught in private business schools showed that they felt that it was inadequate. Mass production, the result of emphasizing graduation rather than education, was most often given as the reason.

27. Public education at the 13th and 14th year level in business subjects ought to provide in-service training for graduates who are working.

RECOMMENDATIONS

As a result of the conclusions drawn from this study of the need for 13th and 14th year level business education, the following recommendations are submitted herewith:

1. Inasmuch as Berkshire County is ideally a community in itself, it is felt that the 127,620 residents should seriously consider the possibility of the establishment of a Junior College

There is a very large number of people who are

interested in

the subject of the history of the United States

and the history of the world in general

and the history of the United States in particular

and the history of the world in general

and the history of the United States in particular

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APPENDIX

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interested in the subject of the history of the United States

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and the history of the United States in particular

as one of the integral parts of its educational system. Other surveys have been shown in this study which state that the population of this county is sufficient to warrant this step.

The need for 13th and 14th year level business education has been indicated by the fact that approximately one-half of the graduates from Berkshire County's high schools who desire business education are forced to travel to other localities outside of the county. Another 117 students were forced to cancel their plans for advanced study altogether. Both of these situations may be due largely to extremely high living costs. However, no small portion can be charged to unsuitable conditions in local private business schools caused by insufficient or otherwise inadequate equipment and facilities.

At the time of this writing, the private business school is the only institution offering 13th and 14th year level business training which is used by graduates. The post-graduate courses are still offered in the various high schools in the county, but they do not appeal to those graduates who seek further business study.

This lack of acceptability is, however, no fault of the high school business department which is responsible for course subject matter. The fault is more fundamental than that. Post-graduate courses, where the graduate is put into regular high school classes, are not adaptable to the needs of the graduate. The subject matter of the course is not sufficiently concentrated. Furthermore, the age group of the high school class does not

present the best learning situation for graduates.

The private school will continue in its efforts to educate at the 13th and 14th year level. As the demand for more schools grows, more private schools will come into being as is true in all business ventures. It will be well to remember, however, that the education of American youth is more than just another commodity on the market. Years ago, when there was no great demand for further training after high school, the situation was less critical. Today, with more of America's youth being educated, competition will increase for positions involving complicated business techniques. The time is fast arriving when the new high school graduate will find himself too young and too inexperienced to obtain and hold a responsible business position without further study.

2. In conjunction with the recommendation of the establishment of a Junior College in Berkshire County, the residents of the county should actively cooperate with the Commission which was established to study the possibility of changing the present State Teachers' Colleges of Massachusetts into Junior Colleges which will be branches of the University of Massachusetts. The enactment of House bill number 2358 on June 15, 1948 indicates that leading educators of this state are seeking to progress with the times.

There is a State Teachers' College at North Adams at present. If such a change as the Commission is working on were to take place, Berkshire County would have its junior college buildings

and facilities ready for immediate use. In the interests of better education for those high school graduates who are cancelling their college plans, those who are spending large sums of money to travel for business education and those who have taken office positions, but who will need to study later, it is felt that the residents of Berkshire County should support this study authorized by the Massachusetts Legislature.

3. Adult evening courses at the 13th and 14th year level should be offered in the large, centrally located high schools. This would accommodate those actively employed who cannot leave their positions or homes for full-time study. Due to the present situation as to the availability of well-paid employment for high school graduates, many have entered industry instead of furthering their knowledge. With the return of veterans to their permanent positions, it is quite true that many of the positions into which these high school graduates are moving will cease to exist, if and when the present business boom diminishes. These young men and women will then be found lacking in the required technical knowledge that is necessary to hold the better positions. The adult evening school should be ready to offer an opportunity to acquire that knowledge.

4. Post-graduate study, as the only means of public 13th and 14th year level business study, should be abandoned in favor of the centralized adult evening school and the junior college. Its use as a last resort might be kept for the scattered few who could profit by its use. As a general method

of offering Junior College level business education, however, it does not meet the graduate's demand.

5. Both the junior college and adult evening courses at large central high schools should be underwritten at public expense. In this way, the best modern office equipment can be assured for such training. Initial investments in this material and equipment are too often overshadowed in private schools by the desire for profit. Housing facilities and competent faculty are other items, the cost of which can best be underwritten by the entire population. It is not felt that the entire cost of junior college or evening course study should be carried by the public. However, the fees, when established, should be low enough to be easily within the reach of any who desire to participate.

6. No direct effort need be expended by Berkshire County educators in behalf of the improvement of existing private 13th and 14th year level business schools. The desired improvement of facilities and quality of subject matter will be forthcoming as the normal result of intensified competition. The creation of adequate public business education facilities for the Junior College years will provide, not only the best of equipment and staff, but also a savings in tuition and living costs for Berkshire County's students. Any monopoly, now held by private business schools in local 13th and 14th grade level education, will thus be broken. The outcome of this development will be either to generally improve the offerings of the private business

school, or to cause the closing of some of the poorer ones. In either event, the future Berkshire County 13th and 14th grade student can benefit educationally.

In making the foregoing recommendations, each conclusion which was drawn from this study has been considered and applied wherever necessary. The existence of an educational need for some form of functional 13th and 14th year level business education in the county of Berkshire is evident from the conclusions which have been listed. Six methods of procedure for meeting this need have been suggested in the recommendations which have just been completed.

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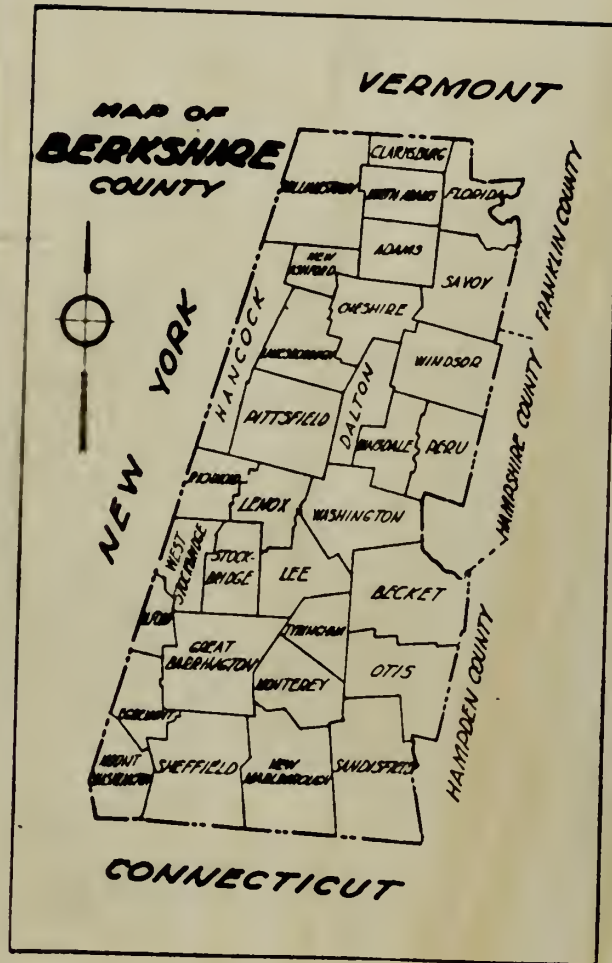
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RECEIVED



HOUSE No. 2358

The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES, June 4, 1948.

The committee on Ways and Means, to whom were referred the Bill incorporating the state teachers colleges into the University of Massachusetts and broadening their scope (House, No. 2050, App. A), the Resolve reviving and continuing the special commission established to make an investigation of certain matters relating to public education (House, No. 2217), and the Resolve increasing the scope of the investigation to be made by the special commission established to make an investigation of certain matters relating to public education (House, No. 2324), report that the same ought to pass in the form of a new draft herewith submitted (House, No. 2358).

For the committee,

RAYMOND P. PALMER.

The Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Forty-Eight.

RESOLVE PROVIDING FOR AN INVESTIGATION AND STUDY
BY A SPECIAL UNPAID COMMISSION OF CERTAIN PROBLEMS
OF EDUCATION IN THE COMMONWEALTH.

1 *Resolved*, That a special unpaid commission, to
2 consist of one member of the senate to be designated
3 by the president thereof, three members of the house
4 of representatives to be designated by the speaker
5 thereof, and three persons to be appointed by the
6 governor, is hereby established for the purpose of
7 making an investigation and study of the problems
8 of education in the commonwealth. Said commis-
9 sion, in the course of its investigation and study,
10 shall consider the subject matter of current house
11 documents numbered two thousand and fifty, Ap-
12 pendix A, twenty-two hundred and seventeen, and
13 twenty-three hundred and twenty-four. For said
14 purposes said commission may expend such sums as
15 may be appropriated therefor.

Approved June 15, 1948.

HOUSE No. 2217

The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES, May 12, 1948.

The committee on Education, to whom were referred the petition (accompanied by bill, Senate, No. 161) of the Massachusetts State Federation of Labor, by Kenneth J. Kelley, secretary-treasurer, for legislation relative to the minimum salary rate for teachers in public day schools, the petition (accompanied by bill, House, No. 247) of Harrison Chadwick, William A. Cowing and other members of the General Court for legislation to change the state teachers colleges to junior colleges and making said colleges branches of the University of Massachusetts, the petition (accompanied by bill, House, No. 254) of the Massachusetts Teachers Federation for legislation to establish twenty-four hundred dollars as the minimum salary of certain teachers in the public day schools, the petition (accompanied by bill, House, No. 326) of Daniel Rudsten for legislation relative to the expansion and maintenance of the University of Massachusetts and the incorporation of the state teachers colleges therein, the petition (accompanied by bill, House, No. 327) of the Massachusetts Teachers Federation for establishment of minimum standards in the appointment of teachers in the public schools, the petition (accompanied by bill, House, No. 563) of the Massachusetts State Branch of the American Federation of Teachers that teachers be required to be licensed by the Department of Education before being eligible for election or appointment in the public schools, the petition (accompanied by bill, House, No. 942) of The Massachusetts Federation of Taxpayers Associations, Inc., that cities

and towns be reimbursed by the Commonwealth for certain expenses incurred for the transportation of pupils, the petition (accompanied by bill, House, No. 944) of The Boston Teachers' Alliance for legislation relative to the minimum salaries of teachers in the public day schools of the Commonwealth, the petition (accompanied by bill, House, No. 945) of Eric H. Norrby, Clark B. Partridge, Albert E. Wood and others for requiring that the qualifications of teachers that school committees propose to hire be certified by the Department of Education, the petition (accompanied by bill, House, No. 1224) of The American Legion (Department of Massachusetts) for legislation to establish various schools in the University of Massachusetts, the petition (accompanied by bill, House, No. 1225) of The American Legion (Department of Massachusetts) relative to establishing the minimum compensation of teachers in public day schools in the Commonwealth, the petition (accompanied by bill, House, No. 1226) of Samuel Tyler for the amendment of an act providing courses of instruction at an educational institution of college grade for veterans of World War II, the petition (accompanied by resolve, House, No. 2124) of Michael J. McCarthy for an investigation by a special commission (including members of the General Court) relative to the organization and joint management of union school districts, construction of buildings and the operation and apportionment of costs of union school systems, and the final report of the special commission (including members of the General Court) established (under Chapter 67 of the Resolves of 1947) to investigate and study certain problems of education in the Commonwealth (House, No. 2050, App. G), report the accompanying resolve (House, No. 2217).

For the committee,

J. PHILIP HOWARD.

1948.]

HOUSE — No. 2217.

3

The Commonwealth of Massachusetts

In the Year One Thousand Nine Hundred and Forty-Eight.

RESOLVE REVIVING AND CONTINUING THE SPECIAL COMMISSION ESTABLISHED TO MAKE AN INVESTIGATION OF CERTAIN MATTERS RELATING TO PUBLIC EDUCATION.

1 *Resolved*, That the unpaid special commission es-
2 tablished by chapter sixty-seven of the resolves of
3 nineteen hundred and forty-seven for the purpose of
4 making an investigation of certain matters relating to
5 public education is hereby revived and continued for
6 the purpose of continuing its investigation of the
7 matters referred to in said chapter sixty-seven. In the
8 course of its investigation, said commission shall also
9 consider the subject matter of current senate document
10 numbered 161 and of current house documents num-
11 bered 247, 254, 326, 327, 563, 942, 944, 945, 1224,
12 1225, 1226 and 2124. Said commission shall be pro-
13 vided with quarters in the State House or elsewhere
14 and may expend for clerical and other expenses such
15 sums, not exceeding, in the aggregate, five thousand
16 dollars, as may hereafter be appropriated therefor.
17 Said commission shall report to the General Court the
18 results of its investigation hereunder, and its recom-
19 mendations, if any, together with drafts of legislation
20 necessary to carry its recommendations into effect,
21 by filing the same with the clerk of the house of repre-
22 sentatives on or before the first Wednesday of Decem-
23 ber in the current year.

10
The first of the series is
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the first of the series
the first of the series



APPENDIX C
INQUIRY FORM FOR HIGH SCHOOL SENIORS
CONCERNING POST HIGH SCHOOL PLANS

66

Indicate answers by circling the appropriate choice

1. Name of Town _____ Sex: M F
 2. Would you like to continue your schooling beyond high school?
 (1) Yes (2) No. (3) Uncertain
 3. If you do wish to continue your schooling beyond high school indicate the kind of institution you prefer and the number of years you plan to attend it:

	Encircle Years				
(1) Trade School (Radio Repair, Photography, Printing, etc.)	1	2			
(2) Teachers college or school of education	1	2	3	4	
(3) Junior college	1	2			
(4) School of nursing	1	2	3	4	5
(5) Liberal arts college (Bates, Amherst, Harvard, Holy Cross, etc.)	1	2	3	4	
(6) Engineering school or college	1	2	3	4	
(7) Business school or college	1	2	3	4	
(8) Agricultural school	1	2	3	4	
(9) Other vocational school	1	2	3	4	
 4. Have you decided on the particular school or college you wish to attend?
 (1) Yes (2) No. (3) Uncertain
 5. Is the school or college of your first choice located in Massachusetts or out of the State?
 (1) In Massachusetts (2) Out of the state
 6. If you do not expect to continue your schooling beyond high school, circle your reasons below. More than one reason may be indicated.
 - (1) Need to go to work
 - (2) School marks not high enough
 - (3) Do not know what training would be best
 - (4) Too little chance of being accepted because of crowded conditions in schools and colleges
 - (5) Expect to get training on the job
 - (6) Not interested in further training
 - (7) Insufficient funds to finance further education
- If you would be interested in one of the following programs of education provided it were made available by the State at lower than average cost, indicate the preferred program by circling the appropriate number.
7. A two year Liberal Arts education which would permit transfer to the University of Massachusetts, or another institution at the beginning of the junior year.
 (1) Yes (2) No
 8. A two-year program of vocational education and training in
 - (1) Commercial (stenographer, bookkeeper, sales, etc.)
 - (2) Manufacturing and Mechanical (Supervision, maintenance of plants, drafting, foreman, printing, electricity, etc.)
 - (3) Home economics (Dietician, decorator, etc.)
 - (4) Personal service (Practical nurse, dental technician, etc.)
 - (5) Agriculture (farmer, fruit grower, 4-H supervisor, etc.)
 - (6) Public service (library aid, auto mechanic, amusement and recreation, etc.)
 9. Have you selected the occupation you wish to enter when you finish school or college?
 (1) Yes (2) No. (3) Uncertain
 10. Please name the occupation you wish to enter.

If the types of education mentioned in questions 7 and 8 were offered without tuition charges and with a chance to earn board and room, would you answer questions 7 and 8 differently. If so indicate below.

11. A two-year Liberal Arts education which would permit transfer.
12. A two-year program of vocational education and training in

(1) Commercial	(4) Personal service
(2) Manufacturing and Mechanical	(5) Agriculture
(3) Home economics	(6) Public service

APPENDIX D

COPIES OF COMMERCIAL CURRICULA
OF
BERKSHIRE COUNTY HIGH SCHOOLS

U. S. DEPARTMENT OF AGRICULTURE

OFFICE OF THE SECRETARY OF AGRICULTURE

WASHINGTON, D. C.

DEPARTMENT OF AGRICULTURE

APPENDIX D

68

(Copy)

ADAMS HIGH SCHOOL

COMMERCIAL COURSE

SOPHOMORE YEAR

English C II x
Business Mathematics x

Biology
Industrial Geography
World History I

Latin I or II
French I or II

JUNIOR YEAR

English C III x
Bookkeeping I x

Stenography I x
Typewriting I x (d)
Modern European History
Commercial Law (a)
Economics (b)
Latin II
Latin III or IV (c)
French II or III

SENIOR YEAR

English C IV x	Bookkeeping II x
U. S. History x	Commercial Law (a)
Stenography II x	Economics (b)
Typewriting II x (d)	Office Practice (d)

a-- First Semester, 2 1/2 Points Credit.

b-- Second Semester, 2 1/2 Points Credit.

c-- Latin III and IV given on Alternate Year.

d-- Unprepared Subject, 2 1/2 Points Credit.

x-- Required Courses.

All courses except those indicated carry 5 points credit.

APPENDIX B

(Contd.)

APPENDIX B - 1

APPENDIX B - 2

APPENDIX B - 3

APPENDIX B - 4

Section I of the
Constitution of India

Section I of the
Constitution of India

Section I of the
Constitution of India
(a) Part I
(b) Part II
(c) Part III
(d) Part IV
(e) Part V
(f) Part VI
(g) Part VII
(h) Part VIII
(i) Part IX
(j) Part X

Section I of the
Constitution of India
(a) Part I
(b) Part II
(c) Part III
(d) Part IV
(e) Part V
(f) Part VI
(g) Part VII
(h) Part VIII
(i) Part IX
(j) Part X

APPENDIX B - 5

Section I of the
Constitution of India
(a) Part I
(b) Part II
(c) Part III
(d) Part IV
(e) Part V
(f) Part VI
(g) Part VII
(h) Part VIII
(i) Part IX
(j) Part X

Section I of the
Constitution of India
(a) Part I
(b) Part II
(c) Part III
(d) Part IV
(e) Part V
(f) Part VI
(g) Part VII
(h) Part VIII
(i) Part IX
(j) Part X

-- Part I of the Constitution of India

-- Part II of the Constitution of India

-- Part III of the Constitution of India

-- Part IV of the Constitution of India

-- Part V of the Constitution of India

All counts should be taken into account.

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DALTON HIGH SCHOOL

COMMERCIAL CURRICULUM

1st Year

English I
Civics
Business Arithmetic

Elect One

Economic Geography
General Science
General Language

2nd Year

English II
Typing I
Bookkeeping I

Elect Two

Biology
World Geography
Language I
Foods & Nutrition

3rd Year

English III
Stenography I
Typing II
U. S. History

Elect One

Law & Economics
The Home

4th Year

English IV
Stenography II
Office Practice
Problems of Democracy

Elect One

Sociology & Personal Relations
The Family

(Copy)

NATIONAL EDUCATION

EDUCATIONAL ORGANIZATION

1911 Year

Section IV
Typical
Educational I

1912 Year

Section IV
Typical
Educational I
Educational I

1911 Year

Section I
Typical
Educational I

1912 Year

Section I
Typical
Educational I
Educational I

1911 Year

Section IV
Typical
Educational I
Educational I

1912 Year

Section IV
Typical
Educational I
Educational I

1911 Year

Section III
Typical
Educational I
Educational I

1912 Year

Section I
Typical
Educational I
Educational I

APPENDIX D

(Copy)

70

DRURY HIGH SCHOOL

COMMERCIAL COURSE

The Commercial Curriculum offers complete preparation to boys and girls who wish to receive employment in offices as stenographers, bookkeepers, typists, filing clerks, billing clerks, machine operators, dictaphone operators, cashiers and general office assistants.

To be successful in preparing for these vocations, beginning pupils must have ability in English and arithmetic and possess a pleasing personality

Naturally, only those pupils who do satisfactory work in high school can be assured of placement. Since the establishment of this curriculum, Drury commercial graduates have been successful in securing positions and all seniors find employment before the date of graduation.

<u>Freshman Year</u>			<u>Sophomore Year</u>		
Pds.	Required	Cdts.	Pds.	Required	Cdts.
5	English 1-2	10	5	English 3-4	10
5	Gen. Sci. 1-2	10	5	Bookkeeping 1-2	10
5	Commercial		5	Commercial	
	Arith. 1-2	10		Geogrpahy 1-2	10
5	World Hist. 1-2	10	5	Typewriting 1-2	5
2	Physical Ed.	1	2	Physical Ed.	1
				Elect One	
			5	Biology 1-2	10
			5	Span., Fren. or Italian	10

(Continued)

APPENDIX D

(Copy)

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DRURY HIGH SCHOOLJunior Year

Pds.	Required	Cdts.	Pts.
5	English 5-6	10	5
5	U. S. Hist. and Civics 1-2	10	5
5	Typing 3-4	5	5
5	Bookkeeping 3-4 (Boys)	10	5
5	Physics A (Boys)	10	5
5	Steno. 1-2 (Girls)	10	5
2	Physical Ed.	1	2

Electives

5	Fren., Span. or Italian	10	5
5	Physics A	10	
5	Home Manage. and Nutrition	10	
5	Algebra 1-2	10	

Senior Year

Required	Cdts.
English 7-8	10
Economics and Law	10
Chemis. A 1-2 (Boys)	10
Steno. 3-4 (Girls)	10
Typing 5-6	5
Filing and Machine Calcu.	10
Physical Ed.	1

Electives

Hygiene 1-2	10
Plane Geom. 1-2	10

NOTE--Last two years of course may be modified to give boys
more mathematics and science.

EXHIBIT 1

Exhibit 1		Exhibit 2	
Page	Description	Page	Description
1	Exhibit 1-1	1	Exhibit 2-1
2	Exhibit 1-2	2	Exhibit 2-2
3	Exhibit 1-3	3	Exhibit 2-3
4	Exhibit 1-4	4	Exhibit 2-4
5	Exhibit 1-5	5	Exhibit 2-5
6	Exhibit 1-6	6	Exhibit 2-6
7	Exhibit 1-7	7	Exhibit 2-7
8	Exhibit 1-8	8	Exhibit 2-8
9	Exhibit 1-9	9	Exhibit 2-9
10	Exhibit 1-10	10	Exhibit 2-10
11	Exhibit 1-11	11	Exhibit 2-11
12	Exhibit 1-12	12	Exhibit 2-12
13	Exhibit 1-13	13	Exhibit 2-13
14	Exhibit 1-14	14	Exhibit 2-14
15	Exhibit 1-15	15	Exhibit 2-15
16	Exhibit 1-16	16	Exhibit 2-16
17	Exhibit 1-17	17	Exhibit 2-17
18	Exhibit 1-18	18	Exhibit 2-18
19	Exhibit 1-19	19	Exhibit 2-19
20	Exhibit 1-20	20	Exhibit 2-20
21	Exhibit 1-21	21	Exhibit 2-21
22	Exhibit 1-22	22	Exhibit 2-22
23	Exhibit 1-23	23	Exhibit 2-23
24	Exhibit 1-24	24	Exhibit 2-24
25	Exhibit 1-25	25	Exhibit 2-25
26	Exhibit 1-26	26	Exhibit 2-26
27	Exhibit 1-27	27	Exhibit 2-27
28	Exhibit 1-28	28	Exhibit 2-28
29	Exhibit 1-29	29	Exhibit 2-29
30	Exhibit 1-30	30	Exhibit 2-30
31	Exhibit 1-31	31	Exhibit 2-31
32	Exhibit 1-32	32	Exhibit 2-32
33	Exhibit 1-33	33	Exhibit 2-33
34	Exhibit 1-34	34	Exhibit 2-34
35	Exhibit 1-35	35	Exhibit 2-35
36	Exhibit 1-36	36	Exhibit 2-36
37	Exhibit 1-37	37	Exhibit 2-37
38	Exhibit 1-38	38	Exhibit 2-38
39	Exhibit 1-39	39	Exhibit 2-39
40	Exhibit 1-40	40	Exhibit 2-40
41	Exhibit 1-41	41	Exhibit 2-41
42	Exhibit 1-42	42	Exhibit 2-42
43	Exhibit 1-43	43	Exhibit 2-43
44	Exhibit 1-44	44	Exhibit 2-44
45	Exhibit 1-45	45	Exhibit 2-45
46	Exhibit 1-46	46	Exhibit 2-46
47	Exhibit 1-47	47	Exhibit 2-47
48	Exhibit 1-48	48	Exhibit 2-48
49	Exhibit 1-49	49	Exhibit 2-49
50	Exhibit 1-50	50	Exhibit 2-50

NOTE--This two page of notes was so written to give you
more information and details.

APPENDIX D

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(Copy)

LEE HIGH SCHOOL

COMMERCIAL

HOUSEHOLD ARTS-BUSINESS

FRESHMAN YEAR

English

Alg.

Gen. Bus.

Music

Gen. Sci.

World Hist.

English

House Arts I

Gen. Sci.

Music

Citizenship

Alg.

SOPHOMORE YEAR

English

Jr. Bus.

Law & Eco.

Typing

Biol.

French

Music

English

House Arts II

Biol.

Typing

French

Law & Eco.

Music

JUNIOR YEAR

English

Steno.

Bkkg.

Typing

U. S. Hist.

French

Music

Spanish

English

U. S. Hist.

Steno. or Bkkg.

Typing

French

Music

Gen. Chem.

SENIOR YEAR

English

Steno.

Bkkg.

Prob. of Dem.

French

Spanish

Music

Cooking

Sewing

English

Steno. or Bkkg.

Bkkg.

Prob. of Dem.

Sr. Sci.

Typing

Music

Cooking

Sewing

APPENDIX D
1900

THE RAIL LINES

WICHITA 1875-1900

WICHITA 1875-1900

WICHITA 1875-1900

English
House No. 1
No. 101
No. 102
No. 103
No. 104
No. 105

English
House No. 1
No. 101
No. 102
No. 103
No. 104
No. 105

WICHITA 1875-1900

English
House No. 12
No. 101
No. 102
No. 103
No. 104
No. 105

English
House No. 12
No. 101
No. 102
No. 103
No. 104
No. 105

WICHITA 1875-1900

English
U. S. No. 1
House No. 101
No. 102
No. 103
No. 104
No. 105

English
U. S. No. 1
House No. 101
No. 102
No. 103
No. 104
No. 105

WICHITA 1875-1900

English
House No. 101
No. 102
No. 103
No. 104
No. 105
No. 106
No. 107
No. 108
No. 109
No. 110

English
House No. 101
No. 102
No. 103
No. 104
No. 105
No. 106
No. 107
No. 108
No. 109
No. 110

LENOX HIGH SCHOOLCOMMERCIAL COURSE

The Commercial Course does not prepare for college or normal school, but does provide an opportunity for a commercial training which will enable its graduates to fill satisfactorily an office position. It also gives a good cultural training.

	<u>Periods</u>	<u>Credits</u>
FRESHMAN YEAR		
Required Subjects		
English 1	5	5
Int. to Business	5	5
Spanish I	5	5
Guidance	2	2
Automotive Safety	1	1
Elective Subjects		
General Science	5	5
Ancient History*	5	5
or Mod. Eur. History*	5	5
Home Economics	4	2
Chorus	1	1/2

*Offered in alternate years.

SOPHOMORE YEAR

Required Subjects		
English II	5	5
Com. Arithmetic*	5	5
Spanish II	5	5
Typewriting	5	2 1/2
Elective Subjects		
Ancient History**	5	5
or Mod. Eur. History**	5	5
Biology	5	5
Art II	2	1
Chorus	1	1/2

**Offered in alternate years.

*Successful completion of Introduction to Business required.

(Continued)

EXHIBIT 2

EXHIBIT 2

The Company has been in the business of selling or leasing
equipment, but these records are necessary for a complete
review with regard to the equipment in this category in office
location. It also gives a good general picture.

Exhibit 2 Exhibit 2

Exhibit 2

General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment

Exhibit 2 is attached hereto.

Exhibit 2

General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment
General Equipment	General Equipment	General Equipment

Exhibit 2 is attached hereto.
Exhibit 2 is attached hereto.

(Continued)

APPENDIX D

(Copy)

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LENOX HIGH SCHOOL

	<u>Periods</u>	<u>Credits</u>
JUNIOR YEAR		
Required Subjects		
English III	5	5
Typewriting II	5	2 1/2
Bookkeeping 1*	5	5
Stenography I	5	5
Commercial Law	5	5
Elective Subjects		
Economics	5	5
Art III	2	1
Home Economics	4	2
Chorus	1	1/2

*Successful completion of Commercial Arithmetic required.

SENIOR YEAR

Required Subjects		
English IV	5	5
Bookkeeping II	5	5
Stenography II	5	5
U. S. History	5	5
Office Practice	5	5
Elective Subjects		
Problems of Democracy	5	5
Art IV	2	1
Home Economics	4	2
Chorus	1	1/2

N. B. Students who do not successfully complete all the required subjects in the Commercial Course will be given a General Course diploma upon graduation.

1964-1965

Subject: English

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

1964-1965

PITTSFIELD HIGH SCHOOLCOMMERCIAL COURSE

This curriculum is designed to prepare pupils for general clerical positions, stenographers, private secretaries, general business, and for Civil Service examinations.

	<u>Periods Per Week</u>	<u>Credits Per Year</u>
FIRST YEAR (Grade 10)		
English 1	5	10
Geography - Commercial History	5	10
Commercial Arithmetic	5	10
Typewriting 1	5	10
Physical Education		
Health and Hygiene	3	3

Optional (See list page 3)

SECOND YEAR (Grade 11)

English 2	5	10
U. S. History	5	10
Physical Education, Boys	3	3
Physical Education, Girls	2	2

Elect two or three

Bookkeeping 1	5	10
Stenography 1	5	10
Typewriting 2	5	10

Must elect typewriting and stenography to take stenographic training in third year.

Optional (see list page 3)

continued on next page

PHYSICAL FITNESS TESTS
COMPARISON TABLE

This comparison is designed to provide insight for physical fitness test results, and to provide a basis for comparison of physical fitness test results, and to provide a basis for comparison of physical fitness test results.

Test Name	Test Name	Test Name (Page 1)
10	10	Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run
10	10	Physical Fitness Test (Page 2)
10	10	Physical Fitness Test (Page 3)
10	10	Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run
10	10	Physical Fitness Test (Page 4)
10	10	Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run Physical Fitness Test - 1000 Yard Run
10	10	Physical Fitness Test (Page 5)

APPENDIX D
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PITTSFIELD HIGH SCHOOL

THIRD YEAR (Grade 12)

Periods
Per Week

Credits
Per Year

Stenographic

English 3	5	10
Office Practice	5	10
*Physical Education, Boys	3	3
Stenography 2	5	10
Typewriting 3	5	10

*Unless excused after passing tests

May elect one:

Bookkeeping 1 or 2	5	10
Law	5	10
Economics-Problems	5	10
Home Making	5	10
Free Elective	5	10

Optional (see list page 3)

Bookkeeping

English 3	5	10
Office Practice	5	10
Bookkeeping 2	5	10
Economics-Problems	5	10
*Physical Education, Boys	3	3

May elect one:

Law	5	10
Typewriting 3	5	10
Home Making	5	10
Free Elective	5	10

Optional (see list page 3)

*Unless excused after passing tests

(Continued - Page 3)

EXHIBIT 10 - 11/11/1971

Description Per Year	Quantity Per Year	Unit Price (Per Unit)
10 10 10 10 10	100 100 100 100 100	100 100 100 100 100
10 10 10 10 10	100 100 100 100 100	100 100 100 100 100
10 10 10 10 10	100 100 100 100 100	100 100 100 100 100
10 10 10 10 10	100 100 100 100 100	100 100 100 100 100

APPENDIX D
(Copy)

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PITTSFIELD HIGH SCHOOL

THIRD YEAR (Continued)	<u>Periods</u> <u>Per week</u>	<u>Credits</u> <u>Per Year</u>
Clerical		
English 3	5	10
Office Practice	5	10
Economics-Problems	5	10
*Physical Education, Boys	3	3
Elect one or two:		
Typewriting 3	5	10
Bookkeeping 1	5	10
Law	5	10
Home Making	5	10
Free Elective	5	10

Optional (see list below)

*Unless excused after passing tests

OPTIONALS

Optionals are subjects usually taken in addition to the regular program.

Orchestra (Name instrument)	2	4
Band (Name instrument)	2	4
Freehand Drawing	2	2
Mechanical Drawing	2	2
Physical Education-girls third year	3	3
Harmony (Grades 11 & 12 only)	5	10
Home Making - girls (Grade 12)	5	10
Music Appreciation	5	10
Student's Pen (after school)	1	1 or 2
Boys Glee Club (after school)	1	1
Girls Glee Club (after school)	1	1
Motion Picture Club (after school)		
Photography Club (after school)		
Psychology Sept.-Feb.	5	5
Home Nursing and Nutrition (20 weeks)	3	3
World Affairs Feb.-June	5	5

APPENDIX D

(Copy)

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SEARLES HIGH SCHOOLCOMMERCIALFRESHMAN

Required

English	1
Phys. Ed.	1/4
Gen. Math.	
or Alg.	1
***Gen. Bus.	1

Elective

Latin	1
Gen. Sci.	1
Ho. Arts I	1
Art	1/2

SOPHOMORE

Required

English	1
Phys. Ed.	1/4
***Comm. Arith.	
& Econ., Geo.	1
Typing I	1/2

Elective

Civics	1
French I	1
Latin II	1
Biology	1
Geometry	1
Ho. Arts II	1
World Hist.	1

JUNIOR

Required

English	1
Phys. Ed.	1/4
Shorthand I	1
Typing II	1/2
Amer. Hist.	1

Elective

Soc. Econ.	1
Spanish I	1
French II	1
Physics	1
Int. Alg.	1

SENIOR

Required

English	1
Phys. Ed.	1/4
Shorthand II	1
Bookkeeping	1
Office Prac.	1

Elective

Spanish II	1
French III	1

***Required of all but Ho. Arts students.

APPENDIX D

(Copy)

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SHEFFIELD HIGH SCHOOL

COMMERCIAL CURRICULUM

1st Year Required: English
 General Science
 Civics and Junior Business

 Elective: Biology
 Algebra

2d Year Required: English
 Economic Geography
 Bookkeeping

 Elective: World History
 French

3d Year Required: English
 Stenography
 Typewriting
 *American History or World
 Affairs

 Elective: *Law and Economics or
 Sociology
 French

4th Year Required: English
 Stenography
 Typewriting
 *American History or World
 Affairs

 Elective: *Law and Economics of
 Sociology

*Courses offered in alternate years.

(1951)

WORLD HISTORY

WORLD HISTORY

1st Year: English, History, Geography, Civics, and Physical Education

2nd Year: English, History, Geography, Civics, and Physical Education

3rd Year: English, History, Geography, Civics, and Physical Education

4th Year: English, History, Geography, Civics, and Physical Education

5th Year: English, History, Geography, Civics, and Physical Education

6th Year: English, History, Geography, Civics, and Physical Education

7th Year: English, History, Geography, Civics, and Physical Education

8th Year: English, History, Geography, Civics, and Physical Education

—Continued on next page—

APPENDIX D

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WILLIAMS HIGH

COMMERCIAL COURSE

FRESHMAN

PERIODS

English Ib
World History
Business Management
General Science
Music

5
5
5
5
2

SOPHOMORE

English IIb
Business Science
Typewriting I
Bookkeeping

5
5
5
5

JUNIOR

English IIIb
Typewriting II
Problems of Democracy
Shorthand I or
Applied Math or
Biology or
French I or
Spanish I

5
5
5

5

SENIOR

English IVb
U. S. History
Bookkeeping II or
Comm. Geography and Filing
Shorthand II or
Chemistry or
Physics or
French II or
Spanish II

5
5
5
5

5

Bookkeeping II is scheduled only when enrollment warrants.

Music - Art - Mechanical Drawing are unprepared electives--
available in certain years.

Shorthand II is compulsory for those taking and passing I.

APPENDIX B

APPENDIX B

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APPENDIX B

APPENDIX D

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WILLIAMSTOWN HIGH
COMMERCIAL CURRICULUM

I

English I
General Math.
General Business
World History
Community Study
General Science

II

English II
Econ. Geography
Typewriting I
Biology
Bookkeeping

III

English III
U. S. History
Typewriting II
Stenography I
Bookkeeping

IV

**English IV
Commercial Law
Stenography II &
Office Practice
Bookkeeping
Problems of Government

Only those expecting to elect Stenography will
take their bookkeeping in S1 year. Typewriting II
is open only to those enrolled in the commercial
curriculum.

W. L. LAMBERT

W. L. LAMBERT

II

W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT

I

W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT

IV

W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT

III

W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT
W. L. LAMBERT

Only those specified in the Appendix will
be their responsibility in the Appendix. It
is now only to be noted in the Appendix
Appendix.

Handwritten text, possibly a signature or address, including the word "Clerk" and "1884".

SEP 28 1948		
OCT 6 1949		
DEC 6 1950		
FEB 28 1951		
JUN 8 1951		
JUN 15 1951		
JUL 31 1951		
AUG 6 1951		
OCT 5 1951		
JAN 4 1960		
JAN 20 1962		
AUG 10 1962		
OCT 5 1963		
OCT 30 1963		



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Ed.

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